

T L HANNA HIGH
2600 Hwy. 81 North
Anderson, South Carolina 29621

GRADES 9-12 High School

ENROLLMENT 1,606 Students

PRINCIPAL Michael E. Sams 864-260-5110

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 20 | 6 | 0 | 0 | 0 |

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Excellent | Good | N/A |
| 2002 | Excellent | Good | N/A |
| 2003 | Excellent | Excellent | No |
| 2004 | Excellent | Excellent | No |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 85.2 | N/A | N/A | 82.2 | N/A | N/A |
| Passed 1 subtest | 8.8 | N/A | N/A | 10.0 | N/A | N/A |
| Passed no subtests | 6.0 | N/A | N/A | 8.5 | N/A | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2004

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 97.0% | 97.0% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 24.6 | 22.7 |
| Seniors who met the SAT/ACT requirement | 26.2 | 23.5 |
| Seniors who met the grade point average | 55.1 | 56.2 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 360 | 319 |
| Number of Diplomas | 303 | 258 |
| Rate | 84.2% | 82.2% |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|-------|-------------------------------------|------|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 304 | 97.0 | 325 | 24.6 | 360 | 84.2 | YES |
| Gender | | | | | | | |
| Male | 141 | 96.5 | 151 | 30.5 | 164 | 84.1 | N/A |
| Female | 163 | 97.5 | 174 | 19.5 | 196 | 84.2 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 233 | 97.4 | 234 | 32.1 | 252 | 89.3 | N/A |
| African-American | 66 | 97.0 | 82 | 3.7 | 101 | 73.3 | |
| Asian/Pacific Islander | 2 | I/S | 6 | 33.3 | 4 | I/S | N/A |
| Hispanic | 3 | I/S | 2 | I/S | 3 | I/S | N/A |
| American Indian/Alaskan | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 299 | 97.0 | 314 | 25.5 | 342 | 86.8 | N/A |
| Disabilities other than speech | 5 | 100.0 | 11 | 0.0 | 18 | 33.3 | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 299 | 97.0 | 325 | 24.6 | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | I/S | 1 | I/S | 2 | I/S | N/A |
| Non-Limited English Proficient | 298 | 97.0 | 324 | 24.7 | 358 | 84.4 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 30 | 93.3 | 48 | 10.4 | 62 | 66.1 | N/A |
| Full-pay meals | 269 | 97.4 | 277 | 27.1 | 298 | 87.9 | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 410 | 97.8 | 9.6 | 23.2 | 28.5 | 38.8 | 74.1 | YES | YES |
| Gender | | | | | | | | | |
| Male | 201 | 97.5 | 12.4 | 18.6 | 28.9 | 40.2 | 74.2 | N/A | N/A |
| Female | 209 | 98.1 | 6.9 | 27.6 | 28.1 | 37.4 | 73.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 252 | 98.4 | 2.4 | 16.3 | 28.9 | 52.4 | 85.8 | YES | YES |
| African-American | 145 | 97.2 | 21.6 | 36.0 | 28.8 | 13.7 | 53.2 | YES | YES |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 379 | 98.9 | 7.3 | 22.3 | 30.1 | 40.3 | 77.2 | N/A | N/A |
| Disabled | 31 | 83.9 | 44.0 | 36.0 | 4.0 | 16.0 | 28.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 410 | 97.8 | 9.6 | 23.2 | 28.5 | 38.8 | 74.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 407 | 97.8 | 9.1 | 23.1 | 28.7 | 39.1 | 74.6 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 122 | 94.3 | 24.8 | 41.6 | 22.1 | 11.5 | 44.2 | YES | NO |
| Full-pay meals | 288 | 99.3 | 3.5 | 15.8 | 31.0 | 49.6 | 85.9 | N/A | N/A |
| Mathematics - State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 409 | 97.3 | 10.2 | 23.4 | 34.5 | 32.0 | 74.4 | YES | YES |
| Gender | | | | | | | | | |
| Male | 200 | 96.5 | 10.5 | 18.8 | 33.0 | 37.7 | 75.9 | N/A | N/A |
| Female | 209 | 98.1 | 9.9 | 27.6 | 36.0 | 26.6 | 72.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 251 | 98.4 | 4.1 | 17.6 | 34.7 | 43.7 | 85.3 | YES | YES |
| African-American | 145 | 95.9 | 21.2 | 32.8 | 36.5 | 9.5 | 55.5 | YES | YES |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 378 | 98.4 | 7.0 | 23.0 | 36.6 | 33.3 | 78.0 | N/A | N/A |
| Disabled | 31 | 83.9 | 56.0 | 28.0 | 4.0 | 12.0 | 20.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 409 | 97.3 | 10.2 | 23.4 | 34.5 | 32.0 | 74.4 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 406 | 97.3 | 10.0 | 23.3 | 34.8 | 32.0 | 74.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 122 | 92.6 | 23.4 | 41.4 | 26.1 | 9.0 | 45.0 | YES | NO |
| Full-pay meals | 287 | 99.3 | 4.9 | 16.3 | 37.8 | 41.0 | 85.9 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| Students (n= 1,606) | | | | |
| Retention rate | 10.4% | Up from 9.9% | 7.5% | 9.1% |
| Attendance rate | 98.0% | Up from 96.1% | 96.0% | 96.0% |
| Eligible for gifted and talented | 0.0% | No change | 10.7% | 5.8% |
| With disabilities other than speech | 8.1% | Up from 6.9% | 11.3% | 12.7% |
| Older than usual for grade | 8.5% | Up from 6.8% | 8.3% | 9.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 6.1% | Up from 3.5% | 2.9% | 1.6% |
| Enrolled in AP/IB programs | 13.3% | Down from 23.0% | 14.6% | 10.2% |
| Successful on AP/IB exams | 88.0% | | 63.7% | 53.8% |
| Annual dropout rate | 4.3% | Down from 4.5% | 2.9% | 2.7% |
| Career/technology students in co-curricular organizations | 0.0% | No change | 4.2% | 3.6% |
| Enrollment in career/technology center courses | 1183 | Up from 802 | 769 | 466 |
| Students participating in worked-based experiences | 45.9% | Down from 64.9% | 21.3% | 25.7% |
| Career/technology students mastering core competencies | 80.9% | Up from 79.7% | 79.1% | 77.7% |
| Career/technology completers placed | N/A | N/A | 100.0% | 99.3% |
| Teachers (n= 92) | | | | |
| Teachers with advanced degrees | 51.1% | Down from 53.3% | 57.8% | 52.0% |
| Continuing contract teachers | 88.0% | Up from 85.6% | 88.2% | 82.1% |
| Highly qualified teachers** | 94.0% | N/A | 89.7% | 89.5% |
| Teachers with emergency or provisional certificates | 6.0% | | 5.5% | 8.6% |
| Teachers returning from previous year | 90.6% | Down from 91.3% | 89.2% | 86.2% |
| Teacher attendance rate | 96.6% | Up from 96.4% | 95.8% | 95.3% |
| Average teacher salary | \$43,156 | Up 1.2% | \$41,676 | \$41,060 |
| Prof. development days/teacher | 16.3 days | Up from 7.6 days | 10.2 days | 10.6 days |
| School | | | | |
| Principal's years at school | 19.0 | Up from 18.0 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 28.3 to 1 | Down from 29.9 to 1 | 28.0 to 1 | 26.4 to 1 |
| Prime instructional time | 93.4% | Up from 91.3% | 90.6% | 90.0% |
| Dollars spent per pupil* | \$6,041 | Down 3.1% | \$5,666 | \$6,310 |
| Percent of expenditures for teacher salaries* | 57.0% | Down from 57.8% | 58.3% | 57.9% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 83.2% | Down from 92.5% | 89.6% | 89.3% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Average | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 93.4% | 92.0% |
| Highly qualified teachers in high poverty schools** | 96.6% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

T. L. Hanna High School, located in the growing community of Anderson, SC, has a strong tradition of academic excellence. The diverse student body consists of approximately 1650 students. The school has received some of the state and nation's highest awards, including being named a National Blue Ribbon School of Excellence, "Palmetto's Finest," a "Red Carpet School," a "Flagship School of Promise," and a two-year recipient of the "Palmetto Gold" Award.

The school's strengths include a highly qualified teaching staff; state-of-the-art facilities; advanced technology access; an award-winning advanced placement program; on-campus college-level class offerings; an award-winning band program; a championship speech and debate team; a rigorous and challenging curriculum for all students; a variety of extracurricular activities; an athletic program in which 14 of 17 teams participated in playoff competitions; and strong community and parental support.

Highlights of this past year include the T. L. Hanna Band winning first place in the "Rex Parade" at Mardi Gras in New Orleans, Louisiana and the T. L. Hanna Speech and Debate Team winning the S. C. 4-A Championship. The Speech and Debate Team is also a part of the National Forensic League's "200 Club," an honor awarded to the top 5% of teams in the nation. The school's Science Olympiad team placed third in the state. SAT scores have risen 59 points in the last two years, which places Hanna 13 points above the national average and 50 points above the S. C. average. The Advanced Placement passing rate for 2003 is 88%, about 20 points above the national average. Passing rates on the high school exit exam have resulted in Hanna receiving the Palmetto Gold Award for the past two years and the rating of "Excellent" on the last two state report cards.

T. L. Hanna continues to strive for excellence in all areas of academic endeavor. The support and assistance provided by parents and the community help us to serve our outstanding student body and provide them with a quality education that will help them reach their goals. Michael E. Sams is Principal of T. L. Hanna, and the position of SIC Chairperson is currently vacant.

Michael Sams, Principal

SIC Chair-Vacant

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 79 | 237 | 45 |
| Percent satisfied with learning environment | 94.9% | 78.4% | 95.3% |
| Percent satisfied with social and physical environment | 98.7% | 88.1% | 86.4% |
| Percent satisfied with home-school relations | 92.4% | 86.4% | 72.1% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.